North Dakota Agriculture Sales & Services

Content Standards

Approved and Adopted
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North Dakota
cte
Career and Technical
Education

North Dakota Department of Career and Technical Education

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North Dakota

Agriculture Sales & Service Standards

Introduction

The North Dakota Department of Career and Technical Education is committed to working on standards to ensure that each program area can offer courses that allow students to acquire knowledge and skills. CTE not only provides technical skills and knowledge for students to succeed in careers, but also cross-functional workplace skills such as teamwork, problem solving, and the ability to find and use information, and provides the context in which traditional educational goals and academic skills can be enhanced.

The standards process is one that directly involves the state supervisor(s), the curriculum administrator for this agency, and teachers working directly with the content at hand. Once the standards are written and expectations are clearly defined, the standards are then compared and aligned with national and industry standards.
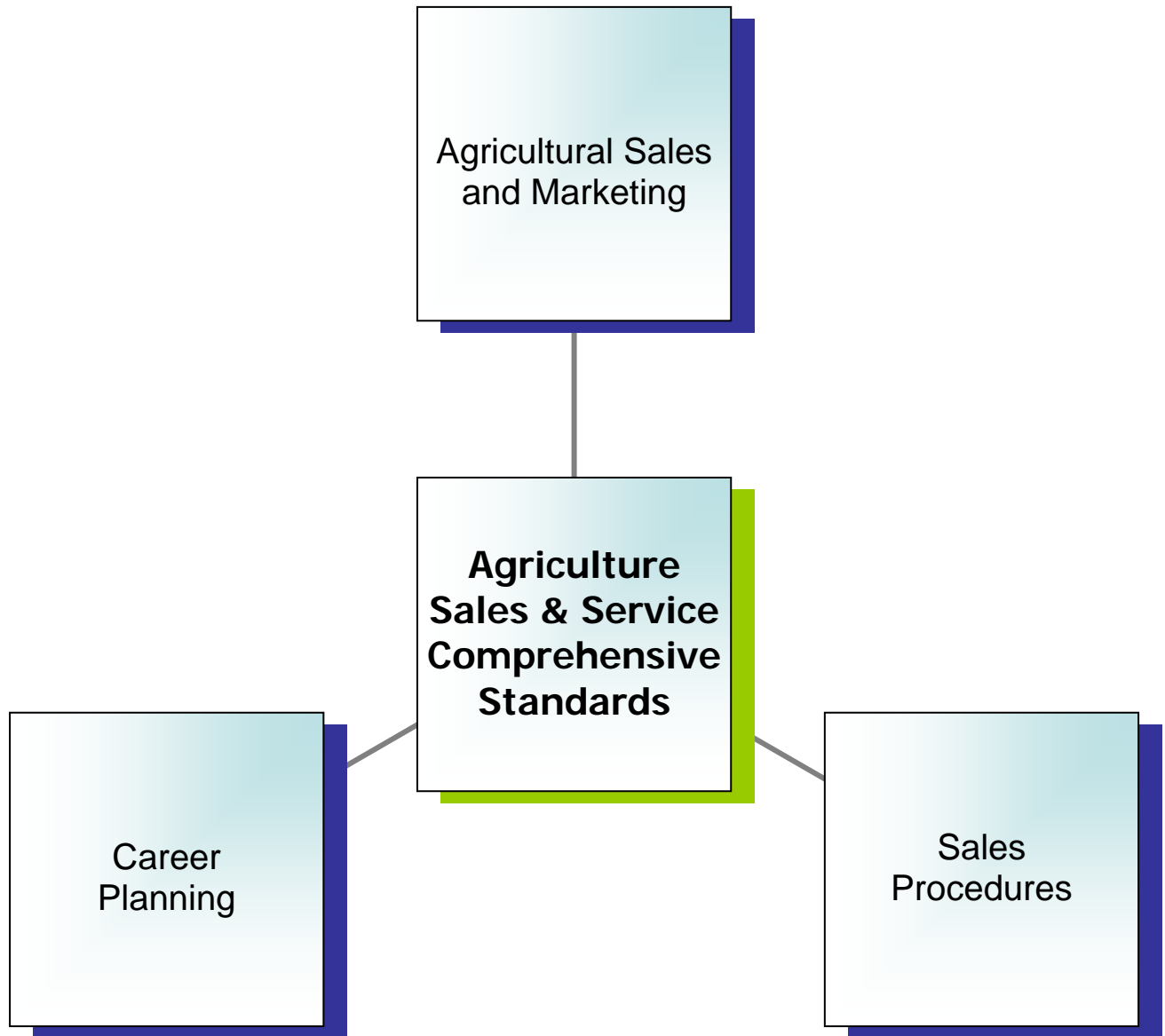
The Department of Career and Technical Education strongly believes in the importance of academic integration within each program area. The standards produced for each program area will be cross walked with the most current academic drafts of English Language Arts, Mathematics, and Science. When possible, standards will be cross walked with other academic areas that correspond.

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Definitions

For each standard, there is one or more topic statements along with competencies for each topic. The competencies are categorized into three divisions: Introductory, Core, and Advanced. These divisions can further be defined as:

Introductory:	Knowledge Acquisition—Learners at this level expand awareness and build comprehension of knowledge.
Core:	Application—Learners at this level experience acquired knowledge by applying it to situations and self.
Advanced:	Reflection—Learners at this level analyze, synthesize, judge, assess, and evaluate knowledge in accord with their own goals, values, and beliefs, and/or real situations.

Overview of Standards

Agricultural Sales and Marketing

Agriculture Sales & Service Comprehensive Standards

Career Planning

Sales Procedures

Standards at a Glance

COMPREHENSIVE STANDARDS

1.0 AGRICULTURAL SALES AND MARKETING
- o   Understand concepts in agricultural sales and marketing.

2.0 SALES PROCEDURES
- o   Determine business procedures used in sales.

3.0 CAREER PLANNING
- o   Prepare for job search and identify employability skills.

Standards with Topics

CONTENT STANDARDS

1.0   AGRICULTURAL SALES AND MARKETING
- o   Understand concepts in agricultural sales and marketing.
  - 1.1   Identify customer needs and develop customer relations.
  - 1.2   Complete sales demonstrations.
  - 1.3   Understand and create sales advertisements.

2.0   SALES PROCEDURES
- o   Determine business procedures used in sales.
  - 2.1   Perform common business practices.

3.0   CAREER PLANNING
- o   Prepare for job search and identify employability skills.
  - 3.1   Set career goals and explore career opportunities.
  - 3.2   Understand application materials.
  - 3.3   Develop interviewing skills.

Standard 1: AGRICULTURAL SALES AND MARKETING – Understand concepts in agricultural sales and marketing.

Topic 1: Identify customer needs and develop customer relations.

Student Competencies

Introductory
1.1.1   Define and list customer wants and needs.
1.1.2   Identify sales skills needed in agricultural sales.

Core
1.1.3   Understand different types of customers.
1.1.4   Determine different products available and selling method to be used.

Advanced
1.1.5   Prepare a scenario of a sales presentation and select an appropriate approach.

Keys to Employability

Basic Skills
1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking→ Organizes ideas and communicates orally.

Thinking Skills
1. Creative Thinking→ Generates new ideas.
2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving→ Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Information
1. Acquires and Evaluates Information.
2. Organizes and Maintains Information.
3. Interprets and Communicates Information.
4. Uses Computers to Process Information.

Standard 1: AGRICULTURAL SALES AND MARKETING – Understand concepts in agricultural sales and marketing.

Topic 2: Complete sales demonstrations.

Student Competencies	*Keys to Employability*

Student Competencies

Introductory
1.2.1   Define the parts of a sales presentation (i.e. approach, establish rapport, product features, trial close, handle objections, close the sale, customer assurance).

Core
1.2.2   Research a product and develop a product summary sheet.
1.2.3   Select appropriate method to display product.

Advanced
1.2.4   Prepare and deliver a sales demonstration.

Keys to Employability

Personal Qualities
1.   Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
2.   Self-Esteem→ Believes in own self worth and maintains a positive view of self.
3.   Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
4.   Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
5.   Integrity/Honesty→ Chooses ethical courses of action.

Resources
1.   Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
2.   Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
3.   Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
4.   Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Systems
1.   Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
2.   Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3.   Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Standard 1: AGRICULTURAL SALES AND MARKETING – Understand concepts in agricultural sales and marketing.

Topic 3: Understand and create sales advertisements.

Student Competencies

Introductory
1.3.1   Analyze the value of advertising.
1.3.2   Identify the different types of advertising media.

Core
1.3.3   Prepare an advertisement/display for a selected product (e.g. print, TV, radio, trade shows, coop programs, web page, face to face, cold calls etc.).

Advanced
1.3.4   Research various sales advertisements and select the most cost effective method for promotion of the product.

Keys to Employability

Interpersonal
1.   Participates as a Member of a Team→ Contributes to group effort.
2.   Teaches Others New Skills.
3.   Serves Clients/Customers→ Works to satisfy customers' expectations.
4.   Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5.   Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
6.   Works with Diversity→ Works well with men and women from diverse backgrounds.

Technology
1.   Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
2.   Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
3.   Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Standard 1: AGRICULTURAL SALES AND MARKETING – Understand concepts in agricultural sales and marketing.

Academic Cross Walk

English Language Arts

9.1.1	Choose a broad topic, state the problem, or question
9.1.3	Cross-reference information
9.1.4	Evaluate relevancy of information
9.1.5	Organize information from a variety of sources; e.g., chronological
9.1.6	Summarize information
9.1.7	Identify and avoid plagiarism
9.1.9	Use graphic organizer
10.1.1	Form questions to focus research
10.1.2	Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search
10.1.3	Gather reliable information to support a thesis
10.1.4	Use relevant information
10.1.5	Organize information from a variety of sources into a unified whole
10.1.7	Paraphrase information
10.1.8	Use note cards
10.1.9	Develop an outline
10.1.10	Write a research paper
10.1.11	Present research information
11.1.1	Research topics independently using appropriate sources
11.1.2	Evaluate and incorporate information from primary sources; e.g., interviews and surveys
11.1.3	Evaluate reliability, validity, comprehensiveness, author's bias, and author's expertise
11.1.4	Verify the quality, accuracy, and usefulness of information
11.1.5	Synthesize information in a logical sequence
12.1.1	Plan a research strategy
12.1.2	Determine purpose; e.g., inform, persuade
12.1.3	Develop a research question
12.1.4	Defend research paper or project
10.2.7	Apply universal themes to real life situations
11.2.6	Apply prior knowledge of content to interpret meaning of text
12.2.8	Use technical language/jargon to decipher meaning
9.3.1	Write expository texts
9.3.3	Develop a composition detailing an opinion
9.3.5	Organize the ideas and details of a composition according to purpose
9.3.8	Use supporting details
9.3.10	Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order

English Language Arts (cont.)

9.3.11	Arrange paragraphs in a logical progression
9.3.12	Use technology; e.g., publishing software and graphic programs, to present written work
10.3.1	Write expository texts including research papers
10.3.2	Defend a personal opinion using facts as support
10.3.4	Organize the ideas and details of a composition according to purpose
10.3.7	Use a variety of supporting details
10.3.10	Use a specific point of view in compositions
11.3.1	Gather information supporting multiple sides of an issue
11.3.2	Organize the ideas and details of a composition according to purpose
11.3.3	Elaborate ideas through word choice and description using grade-level vocabulary
11.3.5	Use a variety of supporting details
11.3.8	Incorporate visual aids into written work to enhance meaning
12.3.2	Write persuasive compositions, including structuring arguments logically, using rhetorical devices, defending positions with evidence, and addressing readers' concerns and biases
12.3.4	Use variety of sources for supporting details
12.3.5	Elaborate ideas through word choice and description using grade-level vocabulary
9.4.2	Use visual aides effectively in oral presentations
9.4.3	Use notes and manuscripts to make oral presentations
11.4.2	Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions
12.4.5	Use oral composition techniques to perform speeches such as memorized speeches, impromptu and extemporaneous, persuasive/argumentative, and expository speeches
9.5.2	Access media for a variety of purposes
10.5.2	Use media for a variety of purposes
10.5.4	Analyze media messages
11.5.1	Identify existing and developing media
11.5.2	Apply media for a variety of purposes
11.5.3	Evaluate how coverage of the same events differs depending on the media type
11.5.5	Evaluate the impact of media messages on daily life and politics
12.5.2	Create a media project for a purpose

Standard 1: AGRICULTURAL SALES AND MARKETING – Understand concepts in agricultural sales and marketing.

Academic Cross Walk

Library/Technology Literacy

12.1.1	Define a research problem or task
12.1.2	Plan a research strategy
12.1.3	Access information using a variety of sources
12.1.4	Use a variety of criteria to evaluate and select information for research
12.1.5	Use organizational strategies to record and synthesize information
12.1.6	Present research
12.1.7	Evaluate the research process.
12.2.1	Demonstrate awareness of audience when creating media products
12.2.2	Synthesize information to create a product that meets a specific need
12.2.3	Use a variety of criteria to evaluate media products
12.2.4	Use a variety of media and technology to communicate with communities beyond the school
12.3.1	Explain and use appropriate terminology and concepts associated with media and technology
12.3.2	Demonstrate advanced knowledge and skills in various media and technology
12.3.3	Apply strategies for identifying and solving routine hardware and software problems
12.3.4	Explain features and uses of current and emerging media and technology
12.4.1	Work cooperatively and collaboratively when using media and technology
12.4.2	Develop competence and selectivity in reading, listening, and viewing
12.4.3	Demonstrate self-motivation in seeking information
12.4.4	Use a variety of media and technology for personal needs and enjoyment
12.5.1	Follow school policies for responsible use of information resources
12.5.2	Demonstrate proper form of citations and bibliographies
12.5.3	Understand and obey intellectual property laws, including copyright, when using information in any format
12.5.4	Understand the impact of equitable access to information in a democracy

Mathematics

9-10.1.8	Apply estimation skills to predict realistic solutions to problems
9-10.1.9	Select and use a computational technique to solve problems involving real numbers
9-10.1.10	Explain the reasonableness of a problem's solution and the process used to obtain it
11-12.1.7	Add, subtract, and multiply complex numbers
9-10.3.1	Construct appropriate displays of given data, i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots
9-10.3.2	Interpret a given visual representation of a set of data
9-10.3.3	Identify the variable, sample, and population in a well-designed study
9-10.3.4	Determine the number of possible outcomes for a given event, using appropriate counting techniques
9-10.3.5	Calculate experimental and theoretical probabilities with and without replacement
9-10.3.6	Calculate probabilities of compound events using addition and multiplication rules
9-10.3.7	Calculate measures of central tendency and spread, i.e., mean, median, mode, range, and quartiles
11-12.3.1	Choose, construct, and interpret a display to represent a set of data
11-12.3.2	Make predictions based on theoretical probabilities and experimental results
9-10.4.1	Select appropriate units and scales for problem situations involving measurement
9-10.4.3	Use approximations to compare the standard and metric systems of measurement
9-10.4.4	Given a conversion factor, convert between standard and metric measurements
9-10.4.6	Employ estimation techniques to evaluate reasonableness of results in measurement situations
9-10.4.8	Given a formula list, compute the area of a regular polygon
9-10.5.2	Recognize, extend, and describe simple patterns
9-10.5.3	Express relations and functions using a variety of representations, i.e., numeric, graphic, symbolic, and verbal
9-10.5.3	Determine whether a relation is a function by examining various representations of the relation

Standard 1: AGRICULTURAL SALES AND MARKETING – Understand concepts in agricultural sales and marketing.

Academic Cross Walk

Science

None listed.

Standard 2: SALES PROCEDURES – Determine business procedures used in sales.

Topic 1: Perform common business practices.

Student Competencies

Introductory
2.1.1 Complete sales counter skills (e.g. operate till, complete sales tickets, bill customers, follow-up, etc.).
2.1.2 Complete common business practices (e.g. maintain inventory, update price lists, file business records, etc.).

Core
2.1.3 Assemble and set up merchandise for display (e.g. animals, plants, equipment, etc.).
2.1.4 Fill out sales tickets, bills, receipts, make change, etc.
2.1.5 Complete time cards, work logs or journals.
2.1.6 Calculate mark-ups, discounts, and price.

Advanced
2.1.7 Encourage participation in a sales/marketing event or competition.
2.1.8 Promote student occupational experiences in Ag Sales.

Keys to Employability

Basic Skills
1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking→ Organizes ideas and communicates orally.

Thinking Skills
1. Creative Thinking→ Generates new ideas.
2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving→ Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
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Information
1. Acquires and Evaluates Information.
2. Organizes and Maintains Information.
3. Interprets and Communicates Information.
4. Uses Computers to Process Information.

Standard 2: SALES PROCEDURES – Determine business procedures used in sales.

Academic Cross Walk

English Language Arts

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Library/Technology Literacy

12.1.1	Define a research problem or task
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Standard 2: SALES PROCEDURES – Determine business procedures used in sales.

Academic Cross Walk

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9-10.5.3	Express relations and functions using a variety of representations, i.e., numeric, graphic, symbolic, and verbal
9-10.5.3	Determine whether a relation is a function by examining various representations of the relation

Science

None listed.

Standard 3: CAREER PLANNING – Prepare for job search and identify employability skills.

Topic 1: Set career goals and explore career opportunities.

Student Competencies

Introductory
3.1.1   Develop guidelines for goal setting.
3.1.2   Explore career opportunities.
3.1.3   Identify acceptable employee work habits.

Core
3.1.4   Set career goals.
3.1.5   Research a career goal on the internet.

Advanced
3.1.6   Conduct a job search.
3.1.7   Attend a career fair.
3.1.8   Research a career using "Choices Planner or Choices Explorer."

Keys to Employability

Basic Skills
1.   Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2.   Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
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5.   Speaking→ Organizes ideas and communicates orally.

Thinking Skills
1.   Creative Thinking→ Generates new ideas.
2.   Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3.   Problem Solving→ Recognizes problems and devises and implements plan of action.
4.   Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
5.   Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
6.   Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Information
1.   Acquires and Evaluates Information.
2.   Organizes and Maintains Information.
3.   Interprets and Communicates Information.
4.   Uses Computers to Process Information.

Standard 3: CAREER PLANNING – Prepare for job search and identify employability skills.

Topic 2: Understand application materials.

Student Competencies

Keys to Employability

Introductory
3.2.1   Identify documents that may be required when applying for a job (i.e. resume, cover letter, references, company application form).

Core
3.2.2   Write a letter of application.
3.2.3   Complete a personal resume.
3.2.4   Secure references and letters of recommendation.

Advanced
3.2.5   Complete a generic company application form.
3.2.6   Prepare for a co-op experience.
3.2.7   Participate in a job shadow experience.
3.2.8   Complete documents for a job opening.

Personal Qualities
1.   Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
2.   Self-Esteem→ Believes in own self worth and maintains a positive view of self.
3.   Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
4.   Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
5.   Integrity/Honesty→ Chooses ethical courses of action.

Resources
1.   Time→ Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
2.   Money→ Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
3.   Material and Facilities→ Acquires, stores, allocates, and uses materials or space efficiently.
4.   Human Resources→ Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Systems
1.   Understands Systems→ Knows how social, organizational, and technological systems work and operates effectively with them.
2.   Monitors and Corrects Performance→ Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3.   Improves or Designs Systems→ Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Standard 3: CAREER PLANNING – Prepare for job search and identify employability skills.

Topic 3: Develop interviewing skills.

Student Competencies

Introductory
3.3.1   Learn the process of job interviewing.

Core
3.3.2   Secure information about a job.
3.3.3   Demonstrate competence in job interview techniques.
3.3.4   Practice answering interview questions.
3.3.5   Complete interview follow up (e.g. thank you letter, phone call, etc.).

Advanced
3.3.6   Participate in a mock job interview.
3.3.7   Interview for a job.

Keys to Employability

Interpersonal
1.   Participates as a Member of a Team→ Contributes to group effort.
2.   Teaches Others New Skills.
3.   Serves Clients/Customers→ Works to satisfy customers' expectations.
4.   Exercises Leadership→ Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5.   Negotiates→ Works toward agreements involving exchange of resources; resolves divergent interests.
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Technology
1.   Selects Technology→ Chooses procedures, tools, or equipment including computers and related technologies.
2.   Applies Technology to Task→ Understands overall intent and proper procedures for setup and operation of equipment.
3.   Maintains and Troubleshoots Equipment→ Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Standard 3: CAREER PLANNING – Prepare for job search and identify employability skills.

Academic Cross Walk

English Language Arts

9.1.3	Cross-reference information
9.1.5	Organize information from a variety of sources; e.g., chronological
9.1.7	Identify and avoid plagiarism
10.1.1	Form questions to focus research
10.1.2	Know ways to effectively search electronic databases
10.1.4	Use relevant information
10.1.5	Organize information from a variety of sources into a unified whole
11.1.1	Research topics independently using appropriate sources
11.1.2	Evaluate and incorporate information from primary sources
11.1.4	Verify the quality, accuracy, and usefulness of information
9.3.8	Use supporting details
9.3.10	Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order
9.3.11	Arrange paragraphs in a logical progression
9.3.12	Use technology to present written work
10.3.7	Use a variety of supporting details
10.3.10	Use a specific point of view in compositions
11.3.5	Use a variety of supporting details
11.3.8	Incorporate visual aids into written work to enhance meaning
12.3.4	Use variety of sources for supporting details
12.3.5	Elaborate ideas through word choice and description using grade-level vocabulary
10.5.2	Use media for a variety of purposes
12.3.1	Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint
9.4.1	Analyze the audience and adjust message and wording to suit purpose
9.4.5	Use critical listening skills

Library/Technology Literacy

12.1.1	Define a research problem or task
12.1.2	Plan a research strategy
12.1.3	Access information using a variety of sources
12.1.4	Use a variety of criteria to evaluate and select information for research
12.1.5	Use organizational strategies to record and synthesize information
12.1.6	Present research
12.1.7	Evaluate the research process.
12.2.1	Demonstrate awareness of audience when creating media products
12.2.2	Synthesize information to create a product that meets a specific need
12.2.3	Use a variety of criteria to evaluate media products
12.2.4	Use a variety of media and technology to communicate with communities beyond the school
12.3.1	Explain and use appropriate terminology and concepts associated with media and technology
12.3.2	Demonstrate advanced knowledge and skills in various media and technology
12.3.3	Apply strategies for identifying and solving routine hardware and software problems
12.3.4	Explain features and uses of current and emerging media and technology
12.4.1	Work cooperatively and collaboratively when using media and technology
12.4.2	Develop competence and selectivity in reading, listening, and viewing
12.4.3	Demonstrate self-motivation in seeking information
12.4.4	Use a variety of media and technology for personal needs and enjoyment
12.5.1	Follow school policies for responsible use of information resources
12.5.2	Demonstrate proper form of citations and bibliographies
12.5.3	Understand and obey intellectual property laws, including copyright, when using information in any format
12.5.4	Understand the impact of equitable access to information in a democracy

Standard 3: CAREER PLANNING – Prepare for job search and identify employability skills.
Academic Cross Walk

Mathematics	*Science*
None listed.	None listed.